

Thursday, February 8, 2018
9:00 – 11:00 a.m. Delayed Opening – 10:00 – 11:30 a.m.
Training Room - 201
Central Administrative Offices

Members in Attendance:

C. Clouet, R. Swercewski, M. Trafecante, D. DiVito, K. Riddle, E. Roben, V. White, A. Yost, L. Rossner, N. Burns, and B. Smith - Arriving Late: K. Saranich,

Absent: T. Henckel, L. Hannaway, K. Crosby,

Agenda Items:

- Elizabeth Shelton Elementary School and Mohegan Elementary School present – *Problem of Practice Presentation*
- School Presentations to the DDT:
 - The principal and no more than 3 members may attend to present
 - The school team presents a “problem of practice” identified by their school
 - The school team identifies the data they would like to use for their presentation (standardized, curriculum based measures, universal screeners, diagnostic assessments, etc.)
- Potential “problems of practice” may include:
 - Chronic absenteeism
 - Behavioral data
 - Stagnant growth within a particular subgroup/content area
 - Instructional area in need
 - The school team will be provided with 30 minutes:
 - Up to a 15 minute presentation
 - 15 minutes for discussion
 - The presentation must include a PowerPoint/Google Slides

Problem of Practice

Elizabeth Shelton Team – Bev Belden, Jamie Weber, Martha Parkins, Deanna Toohey, Tara Murad

Problem of Practice: Percentage of Students Who Qualify for Tiered Intervention is increasing

For the most part – ESS can support tiered intervention in Literacy but not necessarily in Math

Tier 2 & Tier 3 Intervention in Math – this intervention occurs outside of the classroom but students are not pulled out of new instruction.

Ex - 29 % of students need Math Intervention but only 6% are seen – this means that current support is lacking – creating gaps that only increase if not addressed for students as they progress throughout the grade levels

How to Help –

Provide learning opportunities for teachers – ex Number Talks
Symphony Math

Focus on other weak areas in Math skills to support instruction

Departmentalization in grades 3 & 4 is helping to focus on instruction with an in depth focus

This year ESS has begun to support students in Math in Tier 2 - when students receive both small group and IXL they are seeing a marked improvement in student skill sets as long as support is focused – consistent – individualized

Continued Improvement Plan for this Problem of Practice:

- Increasing number of student in small group intervention activity to service more kids
- Effective monitoring of student progress
- Build a “Math” Model Classroom
- Use data to track progress

Mohegan School Team – Kristen Santilli, Kim Gugliotti, Marlo Ruggiero, Justin Byron

Problem of Practice: Literacy – Summer Slide – Impacts Growth in Reading and Math

Teachers spend a lot of time at the beginning of school re-teaching
Progress is disrupted

Participation in Governor’s Reading Challenge was low across all grade levels
Mohegan was second to last in student participation of the Governor’s Challenge

Participation Rates are stagnant – students who read consistently over the summer do not regress when they return to school

RI Scores – Trend Data

Grades 3 & 4 from Spring to Fall – ½ of the students in this group significantly feel back in score ranking ex 52% in Spring – 25% in Fall

Mohegan’s Slide was close to 30% overall when compared to all other elementary schools which was in the low teens

Mohegan promoted a Math Challenge but no student participated – resulting in reduced score ranking when compared to other elementary schools in the district

Possible Causes:

- Continuity in Leadership
- Lack of Cohesion among Stakeholders (Teachers, Parents, Studentt)
- Learning Community must understand the importance of Data Analysis
- Promote Summer Reading and Math Challenge

How to Help -

Principal's Newsletter

Reading Consultant and Math Consultant Communication to School Community

Literacy Nights – Math Nights

Monthly Meetings with PTO – focusing on instruction

Coffee Talks with Parents focused on Literacy/Math

Data Team Progress

Continued Improvement Plan for this Problem of Practice:

Math/Reading Challenge over April Break

Positive Kick-off for upcoming Summer Challenge

Promote On-Line Resources and their availability

Communication to Parents – Promote Buy – In of Whole School Community

Next District Data Team:

- Thursday, February 22, 2018
- 1:00 – 2:30 p.m.
- Conference Room B
- Central Administrative Offices

Agenda Items:

- Presentation of Final DIP for 2017-18 – as much current data as possible
- Engagement Topics and Discussion